



OKLAHOMA STATE DEPARTMENT OF EDUCATION

mCLASS® DIBELS 8th Edition

Technical Support

Universal Screening for Risk of Reading Difficulties,
including Characteristics of Dyslexia

This guidance is based off information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Reading Sufficiency Act (RSA) and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

September 2023



General Information

Contact Information

Website	https://www.amplify.com/programs/mclass/
Name	Ray Rodriguez
Phone	210.683.1007
Email	rrodriguez@amplify.com

Administration Information

Setting	This assessment is administered online.	
Average Time	Kindergarten	2-4 minutes per student 5-10 minutes per group
	1 st grade	3-5 minutes per student 5-10 minutes per group
	2 nd grade	1-3 minutes per student 14-19 minutes group
	3 rd grade & above	1-3 minutes per student 14-19 minutes group
Characteristics of Dyslexia	To meet statutory requirements, advanced phonemic awareness (phoneme manipulation) must be assessed as appropriate. To meet this requirement with mCLASS® DIBELS 8 th Edition, the Phonological Awareness Screening Test (PAST) must also be given for students in 3 rd grade for additional data. Guidance for how to consider the PAST in relation to mCLASS® DIBELS 8 th Edition is provided below.	

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Administer Universal screening to all students. Use results to guide instruction. *Results are reported on the RSA Survey: Beginning of Year report.	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students.
1 st -3 rd Grade	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students. Adjust IPRI for students as needed. Write IPRI for students who have dropped below the grade-level target.	Administer Universal screening to all students.

Guidance for Testing Remotely

Guidance for conducting mCLASS DIBELS 8 th edition assessments remotely can be found here: https://remotemclass.amplify.com/



Assessment Administration

Universal Assessment Components

According to the vendor’s submission for state approval, the subtests indicated below should be administered in each grade level. The same tests for each grade level should be used in each screening window (beginning, middle, and end of year).

Districts may also choose to use the Amplify Oral Language Screener in kindergarten through 2nd grade as an optional addition for more information.

Kindergarten	<ul style="list-style-type: none"> • LNF Letter Naming Fluency • PSF Phoneme Segmentation Fluency • NWF Nonsense Word Fluency • WRF Word Reading Fluency • mVS mCLASS Vocabulary Screener
1 st grade	<ul style="list-style-type: none"> • LNF Letter Naming Fluency • PSF Phoneme Segmentation Fluency • NWF Nonsense Word Fluency • WRF Word Reading Fluency • ORF Oral Reading Fluency • mVS mCLASS Vocabulary Screener
2 nd grade	<ul style="list-style-type: none"> • NWF Nonsense Word Fluency • WRF Word Reading Fluency • ORF Oral Reading Fluency • MAZE Maze Reading Comprehension • mVS mCLASS Vocabulary Screener
3 rd Grade	<ul style="list-style-type: none"> • NWF Nonsense Word Fluency • WRF Word Reading Fluency • ORF Oral Reading Fluency • MAZE Maze Reading Comprehension • mVS mCLASS Vocabulary Screener



Assessment Administration

Administering the Dyslexia Subtests

Rapid Automatized Naming (RAN) and Spelling assessments are administered on our online student testing platform. To administer this assessment, an educator enables the measures from the Online Assessment Management portal then logs into the student account to launch the RAN and Spelling assessment with the individual student. Both the teacher and student can view the screen and listen to the audio prompts that guide the student through a model, practice, and each assessment item. The teacher controls the input device and selects student responses. For students in Grade 2-3 with adequate self-regulation and computer skills, teacher assistance may not be needed for the Encoding measure and students can interact directly to enter their response.

Spelling is administered in small groups of 3-4 students on the student assessment platform. The target word is spoken, and the student uses letter tiles to spell the word. Like traditional spelling tests, the measure score provides the total number of words spelled correctly (WSC). To increase the sensitivity of the measure, the number of Correct Letter Sequences (CLS, number of letters correctly sequenced within a word) is also calculated to provide partial credit for words as students' progress to becoming good spellers.



Special Considerations

Accommodations

mCLASS® with DIBELS 8th Edition is a tool used to assess the developing reading skills of all students who are learning to read, except for: a) students who are deaf; b) students who have fluency or oral motor speech disabilities (e.g., oral apraxia); c) students who are learning to read in a language other than English or Spanish; and d) students with severe disabilities. Use of mCLASS® with DIBELS 8th Edition and TRC is appropriate for all other students, including those in special education for whom reading connected text is an Individualized Education Program (IEP) goal. For students receiving special education, it may be necessary to adjust goals and timelines, use out-of-grade materials for progress monitoring, and provide accommodations as part of the administration. (See Kaminski et al. (2007) for a deeper discussion on the use of DIBELS® for diverse learners.)

The purpose of accommodations is to facilitate assessment for children for whom a standard administration may not provide an accurate estimate of their proficiency in the core early literacy skill areas.

Approved accommodations for the mCLASS® assessments are unlikely to change how the assessment functions. Scores can be reported and interpreted as official when approved accommodations are used. Approved accommodations should only be used when necessary to provide an accurate assessment of student skills. The assessments should be administered and scored according to standardized criteria whenever possible.

Approved Accommodations	LNF	PSF	NWF	WRF	ORF	Maze
Quiet setting for testing	X	X	X	X	X	X
Breaks in between measures	X	X	X	X	X	X
Assistive technology (e.g., hearing aids, assistive listening devices, glasses)	X	X	X	X	X	X
Enlarged student materials	X		X	X	X	X
Colored overlays, filters, or lighting adjustments	X		X	X	X	X
Marker or ruler for tracking	X		X	X	X	X

The following accommodations are **not approved**. Use of these accommodations would cause scores to be invalid.

- The use of a computer for typing responses to written items
- Reading directions for written items aloud to the student
- Extended time to complete assessment

English Learners

To meet the requirements for promotion through Pathway 2 with the screening assessment, the student must be able to meet the end-of-year 3rd-grade target in English.



Using the Data to Determine Risk

Grade Level Targets

The following descriptors are provided by Amplify to assist in interpreting student scores. For more in-depth explanation, please refer to the DIBELS 8 Technical Manual provided by the publisher.

Students scoring between the 21st percentile and the 40th percentile are considered to be at some risk for not meeting grade-level expectations. Students scoring at or below the 20th percentile are considered to be at high risk for not meeting grade-level expectations.

First, second, or third grade students who meet the end-of-year third grade-level target score are eligible for promotion to fourth grade. **For DIBELS 8, students must have a composite score of 442 to meet this option.** According to state statute 70 O.S. § 1210.508C(1)(1), “after a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or guardian of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention.”

The scores listed on the following chart are the composite scores determined by the required assessments listed above. The composite scores listed in the table reflect the grade-level target scores. **Students scoring below this score are considered at-risk for not meeting grade level reading expectations and should be placed on an Individualized Program of Reading Instruction (IPRI).**



Using the Data to Determine Risk

Determining Risk for Characteristics of Dyslexia

Early identification of reading difficulty is critical. For students to succeed, they must be provided intensive interventions in key skill areas as early as possible (Fien & Nelson, 2018). A hallmark for students with dyslexia is difficulty with word reading. The key symptoms of dyslexia and word reading challenges are difficulty with the awareness and ability to manipulate the sound structure of language (phonological awareness), the ability to map the sound structure of language onto print (alphabetic principle), and the ability to blend those sounds to read words (phonemic recoding) (Fien & Nelson, 2019).

Secondary consequences may include problems with reading fluency, and reading comprehension and reduced reading experiences that can impede growth of vocabulary knowledge. Difficulty with RAN can also compound the challenge of learning to read. Deficits in RAN have been shown to be a robust indicator of risk for dyslexia in children (Gaab, 2017).

mCLASS combines the latest edition of DIBELS, which has been validated for dyslexia screening, with additional measures to address the full range of skills associated with dyslexia risk. Difficulty in one or more of these areas indicates risk for additional reading difficulties, which could potentially be related to dyslexia. Educators using these measures to identify risk for dyslexia receive an additional risk indicator in their mCLASS reporting. **Students who are identified as at-risk on the DIBELS overall composite score and at-risk in either Spelling or RAN have this risk indicator displayed with their assessment results, signifying risk of reading difficulties, including those related to dyslexia.**

Decision Guide

See the *mCLASS Additional Assessment Measures Decision Guide* at https://mclass.amplify.com/support_center/mCLASS_Additional_Assessment_Measures.pdf for further explanation of each assessment and how to use the reports to determine risk for characteristics of dyslexia.



Data Benchmarks

		Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	248	332	378
	Below Benchmark	263	348	402
	At Benchmark	284	365	415
1 st grade	Well Below Benchmark	317	364	415
	Below Benchmark	325	374	428
	At Benchmark	331	382	440
2 nd grade	Well Below Benchmark	302	358	402
	Below Benchmark	314	377	427
	At Benchmark	328	390	444
3 rd grade	Well Below Benchmark	299	355	407
	Below Benchmark	317	376	426
	At Benchmark	330	392	442
4 th grade	Well Below Benchmark	297	359	396
	Below Benchmark	315	386	425
	At Benchmark	331	407	440
5 th grade	Well Below Benchmark	297	356	412
	Below Benchmark	317	375	432
	At Benchmark	332	391	448



Data Benchmarks

Kindergarten Assessment Pathway

Kindergarten students are only required to be screened for characteristics of dyslexia at the middle of the year (MOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	284 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile >10 th percentile	Some Risk At Risk	
Middle of Year (MOY)	Reading Composite Score*	365 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile >10 th percentile	Some Risk At Risk	
End of Year (EOY)	Reading Composite Score*	415 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile >10 th percentile	Some Risk At Risk	

To determine risk for characteristics of dyslexia, see the chart below:

Composite	RAN	Spelling	Risk Level for Characteristics of Dyslexia
Below 40 th %ile	Below the 25 th %ile	Below the 25 th %ile	At-risk
Below 40 th %ile	Below the 25 th %ile	Met or above the 25 th %ile	Demonstrating reading difficulties, but NOT at-risk
Below 40 th %ile	Met or above the 25 th %ile	Below the 25 th %ile	Demonstrating reading difficulties, but NOT at-risk



Data Benchmarks

1st Grade Assessment Pathway

1st grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	331 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile >10 th percentile	Some Risk At Risk
	mCLASS Spelling	>25 th percentile >10 th percentile	Some Risk At Risk
Middle of Year (MOY)	Reading Composite Score*	382 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile >10 th percentile	Some Risk At Risk
	mCLASS Spelling	>25 th percentile >10 th percentile	Some Risk At Risk
End of Year (EOY)	Reading Composite Score*	440 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile >10 th percentile	Some Risk At Risk
	mCLASS Spelling	>25 th percentile >10 th percentile	Some Risk At Risk

To determine risk for characteristics of dyslexia, see the chart below:

Composite	RAN	Spelling	Risk Level for Characteristics of Dyslexia
Below 40 th %ile	Below the 25 th %ile	Below the 25 th %ile	At-risk
Below 40 th %ile	Below the 25 th %ile	Met or above the 25 th %ile	Demonstrating reading difficulties, but NOT at-risk
Below 40 th %ile	Met or above the 25 th %ile	Below the 25 th %ile	Demonstrating reading difficulties, but NOT at-risk



Data Benchmarks

2nd Grade Assessment Pathway

2nd grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	328 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	
Middle of Year (MOY)	Reading Composite Score*	390 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	
End of Year (EOY)	Reading Composite Score*	444 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	

To determine risk for characteristics of dyslexia, see the chart below:

Composite	RAN	Spelling	Risk Level for Characteristics of Dyslexia
Below 40 th %ile	Below the 25 th %ile	Below the 25 th %ile	At-risk
Below 40 th %ile	Below the 25 th %ile	Met or above the 25 th %ile	Demonstrating reading difficulties, but NOT at-risk
Below 40 th %ile	Met or above the 25 th %ile	Below the 25 th %ile	Demonstrating reading difficulties, but NOT at-risk



Data Benchmarks

3rd Grade Assessment Pathway

3rd grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	330 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	
Middle of Year (MOY)	Reading Composite Score*	392 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	
End of Year (EOY)	Reading Composite Score*	442 (40 th percentile)	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	

3rd grade students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at **Beginning of Year (BOY)**:

- Levels D - L, anything lower than M

Based on the PAST instructions, proficiency is determined by:

- Levels D - E: All items are correct and automatic (under 2 seconds)
- Levels F - M: 4 out of 5 items are correct and automatic (under 2 seconds)



Data Benchmarks

To determine risk for characteristics of dyslexia, see the chart below:

Composite	RAN	Spelling	PAST	Risk Level for Characteristics of Dyslexia
Below 40 th %ile	Below the 25 th %ile	Below the 25 th %ile	Below levels listed for grade level	At-risk
Below 40 th %ile	Below the 25 th %ile	Below the 25 th %ile	Met or above levels listed for grade level	At-risk
Below 40 th %ile	Below the 25 th %ile	Met or above the 25 th %ile	Below levels listed above for grade level	Demonstrating reading difficulties, but NOT at-risk
Below 40 th %ile	Below the 25 th %ile	Met or above the 25 th %ile	Met or above levels listed for grade level	Demonstrating reading difficulties, but NOT at-risk
Below 40 th %ile	Met or above the 25 th %ile	Below the 25 th %ile	Below levels listed above for grade level	Demonstrating reading difficulties, but NOT at-risk
Below 40 th %ile	Met or above the 25 th %ile	Below the 25 th %ile	Met or above levels listed for grade level	Demonstrating reading difficulties, but NOT at-risk